

CLASSROOM TESTING, GRADING, AND ASSESSMENT EPRS 7920 Summer 2010

Instructor: Dr. Julie Turner
Phone: 678-361-7683(cell)
Email: epsjat@langate.gsu.edu, jajturner@gmail.com

Course Requirements

Class Schedule

June 4-July 21, 2012. Weekly assignments will be posted online at <http://eprs7920.wikispaces.com/>

Required Text

Making Classroom Assessment Work, Anne Davies, Connections Publishing, 3rd edition
Fair Isn't Always Equal, Rick Wormeli, National Middle School Association

Individual Differences

Any participant in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss any accommodations necessary.

Academic Honesty

See catalog for descriptions of academic honesty.

Grades

Assignments are graded on a scale of 0-4. A grade of 3 denotes proficient mastery. A grade of 4 denotes exceeding mastery. The final grade is based upon the mode of grades from assignments. For example, students scoring mostly 4's will receive a 4 (or A) for the course. If a student receives a grade of less than 3 on any assignment, the student may redo the assignment for a higher grade.

Course Description

The development and application of classroom assessment instruments and the use of standardized measurement instruments in educational settings are emphasized.

Course Objectives

After completing this course, the student will be able to:

- Reflectively analyze personal teacher practice in regards to assessment, testing, and grading.
- Communicate the concept of formative classroom assessment and its role in the classroom.
- Demonstrate knowledge of test development and construction.
- Show the relevance of testing to classroom instruction.
- Demonstrate an understanding of the role of standardized assessments and how their mandated use impacts teaching and learning.
- Develop a grading system that effectively communicates student mastery of the curriculum.
- Integrate assessment, testing, and grading to develop a comprehensive assessment program.

Tentative Course Outline

I will announce any changes to the schedule. Complete readings before responding to online discussions.

Date	Topic	Readings	Assignments
June 4, 2012	Assessment	Davies, Ch. 1-7	Online discussions
June 11, 2012	Assessment	Wormeli, Ch. 1-5	Online discussions
June 18, 2012	Classroom testing	Posted readings Wormeli, Ch. 6	Online discussions. Parent assessment letter due.
June 25, 2012	Standardized testing	www.gadoe.org	Testing blueprint due.
July 2, 2012	Grading	Wormeli, Ch. 7-8	Online discussions. Testing essay due.
July 9, 2012	Grading	Wormeli, Ch. 9-11	Online discussions.
July 16, 2012			Grading letter due.
July 21, 2012			Final paper due

Assignments

Weekly postings – There will be a wikispace page for each week of the session. On the Discussions tab, you will see postings that correlate with the readings for that week. You are expected to respond to each posting. This takes the place of classroom discussions, so it is important that you participate and review the responses of classmates. I do record your participation in the discussions.

Parent letter describing assessment practices (Assessment Letter) – Write a letter or syllabus paragraphs describing your assessment practices. Incorporate your philosophy, justifying your practice.

Testing blueprint – Design a testing blueprint as a means for developing quality assessments.

Standardized testing essay – Write an essay describing the impact of standardized testing and accountability legislation (such as AYP or the new CCRPI) on schools and instructional practice.

Parent letter describing grading practices (Grading letter) – Write a letter or syllabus paragraphs describing your grading practices. Justify why you grade in this manner. Include a description of how your grades reflect mastery of the curriculum.

Final project – You will write a paper to answer the following question: How would you integrate testing, assessment, and grading to develop a comprehensive assessment plan? Explain how the components of your plan meet the needs of students, parents, teachers, and administrators. Include research to defend your approach. (Use APA style.)